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ABSTRACT

This study examines motivational, personalistic, and experiential variables considered to be important in explaining the promotional aspirations of educators. It assesses the extent to which aspirations are affected by such factors as motivation (or need fulfillment deficiency), personal attributes (sex or race), and experience (professional role or years of experience). The direction and magnitude of relations that exist among criterion and predictor variables were analyzed. Maslow's hierarchy of needs and Atkinson's need achievement concept were the theoretical constructs of the study. Subjects for the study were teachers, potential administrators, and practicing administrators from selected New York City Community School Districts. Instruments used were the Mehrabian Achieving Tendency Scales, Porter's Need Satisfaction Questionnaire, and the Personal Data Form. (Author/JM)

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NEED ACHIEVEMENT AND NEED FULFILLMENT DEFICIENCIES AS THEY AFFECT EDUCATORS' PROMOTIONAL ASPIRATIONS: Analysis of Sex, Race, Role, and Experience Factors

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ABSTRACT

This study examines motivational, personalistic and experiential variables considered to be important in explaining the promotional aspirations of educators. It assesses the extent to which aspirations are affected by such factors as: motivation (nAch - need-fulfillment deficiency), personal attributes (sex - race), and experience (professional role - years of experience). The direction and magnitude of relations that exist among criterion and predictor variables were analysed.

Maslow's hierarchy of needs and Atkinsons need achievement comprise the theoretical constructs of the study.

Using hierarchical multiple regression procedures, it was found that motivation, sex, race, professional role and years of experience each account for a significant amount of the variance that explains educators' aspirations for promotion.

Over recent decades the upward mobility of educators has been a topic of scientific investigation, conjecture and speculation. Promotional aspirations have been viewed as an outgrowth of many factors that operate concomitantly in influencing the dynamics of educators' career pursuits. It has been documented that some influencing factors considered to be determinants of promotional aspirations, are brought about as a result of extrinsic societal forces. Others have been identified as intrinsic and therefore influenced by psychological need in the ultimate determination of goal directed behavior.

Intrinsic factors, those influences stemming from psychological needs, have only recently seemed to manifest themselves in the promotional aspirations of women and of minorities. The emergence of greater proportions of minority group members in administrative positions in education has been noticeable. Considering the present trends in the role expansion of women, and with the wide acceptance by women of multiple roles, it is indeed likely that these trends would be reflected in their career strategies and aspirations. Such changes may affect the views of those aspiring to become administrators and hence reflect their optimism regarding possible and feasible entry into a new career area as an educational administrator.

Traditionally, investigations related to occupational upward mobility have offered findings about the process by which educational and occupational positions are attained. In recent research developments two major models have appeared that seem to provide empirical estimates of correlates associated with occupational attainment levels. These are the Blau-Duncan Model and the Wisconsin Model. In discussing and comparing these two models, Haller and Portes (1973) have contended that while there is a significant gross effect of

parental status on early occupational attainment there is yet a larger additional effect on education (p.62). Early occupational attainment is defined in both models as primarily a function of prior education. In reviewing data relevant to the findings in these models, it was evident that the conclusions were identical. "Educational and, to a lesser extent, occupational attainments . . . are viewed as causally dependent on parental status" (Haller and Portes, 1973, p. 62).

While it is clear that educational and occupational attainments are influenced largely by parental status, it can be argued that the motivation of educators to aspire to promotional positions are factors also influenced by psychological need states. Thus, the need to achieve and the gratification of basic psychological needs have been extensively explored by John Atkinson and Abraham Maslow, respectively.

Since it is a certification requirement of most State Departments of Education that all public school teachers have a college degree and, in addition, a graduate degree, (or be in the process of earning such a degree) it may be assumed that those educators who have obtained teaching positions as an early occupation have also attained similar educational backgrounds.

It is at the teaching level that most educators gain entry into the profession of education. If the early occupational attainment of educators is viewed as a function of prior education, the question regarding factors that influence aspirations for later occupational pursuits remains unanswered. When considering the career advancement of educators one might ask "Can educators' promotional aspirations be explained by assessing their psychological needs?" "Will knowledge of educators' sex, race (black or non-black), professional role (teacher, potential administrator or practicing administrator) and years of

experience offer additional explanatory information regarding their aspirations for advancement?" Responses to these questions were sought in this study which was designed to assess the extent to which educators' aspirations for advancement could be accounted for after having determined their psychological need states, sex, race, professional role and their number of years experience.

The purpose of this study, therefore, was to determine whether the promotional aspirations of educators are affected by the need for achievement (nAch) and need-fulfillment deficiencies (need variables); sex and race (personalistic variables); professional role and years of experience (experiential variables). The aforementioned variables were considered as predictor variables. The criterion variable, promotional aspiration, was operationalized by using three factored scales from a Personal Data Form, labeled as follows: Scale 1 (Future/Goal Commitment); Scale 2 (Change/Mobility Orientation); Scale 3 (Career Aspiration).

Theoretical Framework

Primary needs as theorized by Maslow (1970) and the secondary achievement need as theorized by Atkinson (1957) form the bases of psychological needs considered to be important as explanatory factors relevant to the aspirations of educators. According to Maslow there are five basic prepotent needs: physiological, safety, social, esteem and self-actualization. Maslow structured his theory of human motivation on a hierarchical arrangement of human needs, from lowest to highest, with the lower order needs being fairly well satisfied before the higher order needs appear. The potency of a need is greatest at the time it appears and it is the higher order need that motivates the individual to attempt to satisfy it.

According to the achievement motivation theory, when an individual faces an achievement oriented activity, one chooses a goal and decides how hard

she or he wishes to work to attain that goal. Two conflicting tendencies then emerge, the need for achievement and the fear of failure. These tendencies, also known as approach-avoidance conflict, are present when an individual is making decisions about goals she or he wants to pursue. The achievement oriented person approaches those goals that are moderately difficult and are potentially attainable. The achievement motivated individual also tends to avoid pursuing those goals that offer high risks or are easily attainable.

A direct link between these theories, Atkinson's need for achievement and Maslow's hierarchy of need, can be discerned if the former is conceptualised as secondary needs and the latter as primary needs. Ullrich (1972) has raised the question whether a person's motivation to achieve might be attributed to need for achievement or for satisfaction of esteem or security needs.

> The 'need to achieve,' in these terms, might be thought of as the realization of one or several needs in the hierarchy: a learned means for gaining need fulfillment. . . . One could conceive of Atkinson's need as 'secondary,' 'derived' needs resulting from Maslow's 'primary needs' (p. 12).

The validity of this logic is yet to be ascertained but Ullrich does suggest that it provides a conceptual bridge between the basic constructs of the two theories. In view of Ullrich's contention, this study sought to explain the influence of the need to achieve and need fulfillment deficiencies on educators' promotional aspirations, therefore, the following hypotheses were presented for empirical inquiry.

Need Variables.

1. A significant proportion of the variance in educators' promotional aspirations is accounted for by their need to achieve.

1.1 The greater the need to achieve, the greater are educators' aspirations for promotion.

2. There will be a significant increment in the proportion of variance in educators' promotional aspirations accounted for by need fulfillment deficiency.

2.1 The lesser their need fulfillment deficiency, the greater are educators' aspirations for promotion.

Personalistic Variables.

3. There will be a significant increment in the proportion of variance in educators' promotional aspirations accounted for by their sex.

3.1 Male educators will evidence higher promotional aspirations than will female educators.

4. There will be a significant increment in the proportion of variance in educators' promotional aspirations accounted for by their race.

4.1 Non-black educators will evidence higher promotional aspirations than will black educators.

Experiential Variables.

5. There will be a significant increment in the proportion of variance in educators' promotional aspirations accounted for by their professional role.

5.1 Teachers and potential administrators will have higher promotional aspirations than will practicing administrators.

6. There will be a significant increment in the proportion of variance in educators' promotional aspirations accounted for by their years of experience

6.1 As educators' years of experience increase so will their promotional aspirations.

Methodology

For the analysis of data, a hierarchical multiple regression technique was employed using six predictor variables, entered into the regression equation as follows: need achievement, need-fulfillment deficiency, sex, race, professional role and years of experience. At each step in the hierarchical sequence, R^2 was tested for statistical significance in order to determine the magnitude of the contribution to the variance of the criterion variable at that particular step in the analysis. The need variables were entered into the equation first for it was conjectured that unless there was some motivational factor underlying one's aspirations in a given profession, it would be unlikely that the individual would aspire for advancement within that profession. The personalistic variables were entered into the equation following the need variables for it is clear that individuals bring to the situation their race and sex identities. The assumption here is that these variables are influential in determining the promotional aspirations of educators, moreover, they are often considered by decision-makers (relative to Title IX, Affirmative Action and the like) in selecting persons for career advancement. Experiential factors were entered into the equation last because years of experience and professional role are acquired, thus, they are antedated by need and personalistic variables.

In testing the sub-hypotheses, Pearson's product-moment coefficients of correlation were examined to ascertain the magnitude and direction of relations between the dependent variables (Scales 1, 2 and 3) paired with each of the independent variables. The .05 level of significance was set for the substantiation of all hypotheses.

Data Sources

Subjects for this study consisted of teachers, potential administrators and practicing administrators from selected New York City Community School Districts. The sample comprised 255 educators from randomly selected community school districts in three boroughs of New York City.

Instruments used were as follows. Mehrabian Achieving Tendency Scales (Mehrabian, 1968) - designed to operationalize Atkinson's theory of achievement motivation.

> The scales are designed to distinguish high achievers, who have a stronger motive to achieve than to avoid failure, from low achievers, who have a stronger motive to avoid failure than to achieve (Mehrabian, 1968, p. 501).

Each form (male - female) has twenty six items that cover a range of behaviors about which the respondent is asked to express a preference. Content validity of the MATS was established by asking a panel of judges to assess the capacity of each item to yield a measure of achieving tendency. Seven judges were provided with a definition of the construct being assessed. The criterion established for determining the validity of each item was an affirmative response from at least four out of seven judges. It was determined that all items were valid measures of achieving tendency. A four week interval test-retest reliability coefficient was found to be 0.72 (N = 68), significant at the .001 level.

Porter's Need Satisfaction Questionnaire (PNSQ) (Porter, 1962) - designed to measure the magnitude, importance and degree of need satisfaction of managers. The scale has been adapted for use with educators by Trusty and Sergiovanni (1966). The PNSQ was constructed to yield satisfaction scores in five need areas (security, social, esteem, autonomy and self-actualization) and to yield measures on perceived deficiency in need fulfillment.

Content validity was assessed as previously described for the MATS. A test-retest reliability coefficient (with four weeks intervening, N 68), of 0.82, $p < .001$ was established.

Personal Data Form (PDF) (Chisolm, 1976) - designed to derive classification data about the subjects and to determine subjects' promotional aspiration extracted from the three scale measures.

Factor analysis procedures were undertaken to assess the factorial composition and the statistical structure of items extracted from the PDF that were used in measuring the various dimensions of promotional aspirations. On the basis of the factor analysis, three factors emerged from which scale scores were calculated using significant factor loadings to differentiate each factor. From the scale scores, three promotional aspiration scales were identified and labeled as follows: Future/Goal Commitment - Scale 1, Change/Mobility Orientation - Scale 2, and Career Aspiration - Scale 3. The three Scales were then considered as the criterion variables under investigation.

Construct validity for the three scales was based on analysis of their factorial composition. For each of the scales, their item and scale correlates were determined. This measure of internal structure (r-scale) and cross structure (r - total) and corresponding Scale - Total correlations (ranging from .5030 to .8509) indicated substantial internal structure of the scales. By estimating the internal consistency reliability of correlations among the scale items, it was determined that the alpha coefficient for the total measure of promotional aspiration was .7892 and the range of the coefficients for the three scales was between .7417 and .8361.

Results

Results of the multiple regression analysis, using Scale 1 as the criterion measure are presented in Table 1. With Future/Goal Commitment (Scale 1) as the criterion variable it was determined that educators' sex and professional role are significant indicators of their propensity toward aspiring to promotional positions. On this Scale, which essentially taps individuals' willingness to commit time toward fulfilling personal and organizational goals, the greatest amount of variance was explained by the professional role variable followed by the sex variable. In terms of this finding, information about one's professional position in the organizational hierarchy and one's sex identity may be helpful to those charged with the recruitment and selection of educators for professional preparation programs.

Sub-Hypotheses. In Table 2 correlation coefficients of the hypothesized relations between the dependent variable (Y_1 = Future/Goal Commitment) and each independent variable are presented. Since it was determined that the two variables (sex and role) were significant explanatory variables in the regression analysis, the direction and magnitude of the variance were then assessed. Male educators were higher in their time commitment to goal attainment than female educators; potential administrators were highest in their time commitment while teachers were lowest.

Multiple regression procedures were used to test the regression of Change/Mobility Orientation on each of the predictor variables (see Table 3). With Change/Mobility Orientation (Scale 2) as the criterion variable, none of the six predictor variables reached a level of statistical significance in explaining the promotional aspirations of these respondents.

This Scale assessed the respondents' propensity to change and their willingness to relocate should this be a requirement in making a career advance.

Sub-Hypotheses. The coefficients of correlation between Change/Mobility Orientation and the independent variables are presented in Table 4. Only one relation of borderline significance ($r = .11$, $p < .05$) was found to exist with the mobility orientations of the respondents, viz., need achievement. Educators who tend to be high need achievers also have a slight tendency to be willing to make changes and adjustments commensurate to their career pursuits. The respondents evidenced no systematic variance in their change orientations when analyzed in terms of their need fulfillment deficiencies, personalistic, and experiential differences.

Results of the analysis of the regression of Career Aspiration (Scale 3) on each of the predictor variables can be found in Table 5. Using Career Aspiration (Scale 3) as the criterion variable, each of the predictor variables attained statistical significance in accounting for the variance in educators' promotional aspirations. These findings seem to indicate the following: educators' career aspirations tend to increase as the need for achievement increases; as educators' career aspirations increase their need fulfillment deficiency decreases; female educators tend to be significantly lower in their career aspirations than male educators; educators with more years of experience tend to have higher career aspirations than educators with fewer years of experience.

Sub-Hypotheses. From Table 6 it can be seen that a significant positive relation between need achievement and Career Aspiration was found. This finding supports the premise that as educators' need for achievement

increases their aspirations for advancement also increase. Conversely, the significant negative relation between need fulfillment deficiency and Career Aspiration ($\underline{r} = -.12$, $\underline{p} < .05$) typifies a decrease in the need deficiencies of educators as their aspirations for advancement increase. That is, educators who express greater proclivity for advancement tend to be more fulfilled in their basic human needs than those who have less interest in advancement.

A significant positive relation between sex and Career Aspiration ($\underline{r} = .25$, $\underline{p} < .001$) is shown in Table 6. As hypothesized, male educators tend to be significantly higher in their Career Aspirations than female educators. The relation between race and Career Aspiration reveals a nonsignificant coefficient of correlation ($\underline{r} = .08$). While this relation is not significant, the positive direction seems to suggest that there may be a tendency for black educators to be higher on Career Aspiration than non-black educators which is not the direction that was hypothesized. Although in the regression analysis race added significantly to the explained variance in Career Aspiration, the bivariate correlation indicates that there is no significant relation between these two variables. Examination of Table 6 also shows the relation between practicing administrators (X_7) and Career Aspiration to be relatively high ($\underline{r} = .57$, $\underline{p} < .001$). The positive relation implies that practicing administrators are significantly higher on Career Aspiration ($\bar{X} = 18.38$) than teachers and potential administrators ($\bar{X} = 11.66$). While this high correlation is significant, the direction is not that which was hypothesized. A significant positive relation ($\underline{r} = .30$, $\underline{p} < .001$) exists between years of experience and Career Aspiration. That is to say, as educators' years of experience increase so do their Career Aspirations.

Findings relevant to the tests of the major hypotheses are discussed below in terms of the predictor variables and their unique contributions to the explained variation of the three Scale measures of promotional aspiration. Sub-hypotheses are discussed in terms of the magnitude and direction of relations between each pair of variables.

Need Variables. The premise that educators' promotional aspirations are affected by their need to achieve was supported empirically only when Career Aspiration was used as the criterion measure. For the other two Scales, Future/Goal Commitment and Change/Mobility Orientation, F ratios based on the coefficients of determination associated with need achievement, were not sufficient to reach statistical significance. That need achievement has a significant correlation with career aspirations of educators is not an unanticipated finding. The achievement oriented person is expected to approach an activity with high positive interest or avoid the activity because of anxiousness about the fear of failure. Need achieving educators in this study manifest a low to moderate association with their predisposition for change, and with their career aspirations.

One of the discriminating behaviors of high need achievers is their tendency to engage in activities they deem necessary for career success. Evidence provided by the correlation coefficients suggests that while achievement-oriented educators tend to have high career aspirations, there is little concomitant variation in their willingness to commit time toward the attainment of the career goal to which they aspire.

An assessment of the promotional aspirations of these subjects indicates that their willingness to commit time is not systematically related to their

Career Aspirations. Moreover, indications are that their goal commitment has a slight tendency to decrease as the need to achieve increases. Raynor (1974) considers this type of situation to be the result of negative motivation.

What are the possible causes of this negative motivation and what might be the consequences? The cause may be due to a disparity between the individuals' desire to attain a position which requires competence and responsibility and the opportunities that are perceived to exist in the career structure for consummating that desire. When disparities seem to be present, such disparities appear to produce inhibitions or reluctance in the individual. Inhibitory motives or lack of sustained efforts in career advancement will likely result in high frustration and anxiety levels, hence, the minimal commitment to the pursuit of their goals.

When assessing the effect of need fulfillment deficiency upon the explained variation in Future/Goal Commitment, Change/Mobility Orientation and Career Aspiration, it was found that the contributions to Future/Goal Commitment and Change/Mobility Orientation were not statistically significant. On the basis of this finding, need deficiencies of educators offer virtually no information that would throw light on their willingness to commit time to advancement and/or to relocate in pursuit of advancement. Regression analysis did, however, pinpoint need fulfillment deficiency as a significant component of the explained variation in educators' Career Aspirations.

The premise that educators' need fulfillment deficiency would decrease as their promotional aspirations increase was borne out by the results obtained from the zero order correlation between need fulfillment deficiency and Scale 3. The postulate was that when the basic human needs are not being met, there would

be a strong desire to bring about some change which, in effect, would moderate deficiencies in subjects' psychological need states.

Non-significant relations between educators' Future/Goal Commitment and Change/Mobility Orientations, when paired with need fulfillment deficiency, may be better understood if viewed in terms of respondents' professional role or position within the organizational hierarchy. Additional discussion of this finding follows in the section on experiential variables.

When all subjects are considered, irrespective of the position they hold, the significant negative relation between need fulfillment deficiency and Career Aspiration is in accord with the hypothesis. Educators who tend to be high in their Career Aspirations have a tendency to evidence low need deficiencies while the converse is true and suggests that educators whose needs are not being fulfilled in the education profession are not inclined to pursue career advancement in this profession. This finding may have been influenced by the preponderance of the sample (56 percent) in the lower level position, teaching. According to reported findings (Porter, 1964 and Trusty & Sergiovanni, 1966) those who hold lower level positions, tend to experience more need deficiencies than those in higher level positions.

Based on the significant, but low, positive relation between need achievement and Career Aspiration, one can assert that educators in this study tend to strive to satisfy their achievement needs. On the other hand, need fulfillment deficiency was hypothesized as being related to promotional aspirations in a negative direction. The results showed that an inverse relation emerged between Career Aspiration and need fulfillment deficiency. That is to say, those educators who tend to be high in their Career Aspirations perceived less deficiency in their basic needs than those who tend to be low in Career Aspiration.

Personalistic Variables

Results obtained from the multiple regression analysis indicate that sex differences are systematically discernible in relation to the explained variation in educators' Future/Goal Commitment and their Career Aspirations. Sex differences, however, did not contribute significantly to the explained variation in respondents' Change/Mobility Orientations. It may be conjectured that these respondents are satisfied in their present situations and have no desire to undertake requisite changes or moves for entering a higher level position.

Data provided by this study show that women are less willing to commit time in their career striving and fulfilling organizational and personal goals than men. Kanter (1976) has identified surveys that show

> women have lower job aspirations than men, less commitment to work, and more concern for friendships than with work itself. . . . . Men showed greater motivation to advance in rank than the women, and the men had higher self-esteem, considering themselves more competent in the skills that would win promotions. The women seemed less interested in advancement, sometimes saying that they cared more about their families (p. 56).

The women in this study have evidenced career patterns that are typical of female educators in that they have successfully matriculated through preparation programs and through initial credentialing processes. Women, presently engaged in educational careers, can be said to be socialized into a work oriented society. No longer are they ascribed to fulfilling only the roles of mother and housewife but they have elected to pursue careers in the education profession. That their aspirations for promotion were not as high as male educators was an anticipated finding. Inasmuch as the acquisition of a promotional position places a woman in an achievement related situation, the motive to avoid success thus evolves as a significant factor in her aspiration for advancement. It has been previously

reported that perceived inequality of opportunity is one of the major focal points contributing to the limited aspirations of women. Such limited aspirations ultimately define the career patterns that women develop.

Since these findings are analogous to the hypothesized relations and the findings of others, the theoretical implications provided by Horner are applicable to the respondents under investigation. That is, women appear to be willing to lower their aspirations and assume subordinate roles, and to accept the status quo which perpetuates traditional male dominance in educational leadership. Perpetuation of this imbalance impedes the full utilization of capable and talented women. According to Fishel and Pottker (1973)

> studies clearly indicate that the current criteria used by school boards and superintendents to hire principals is (sic) not related to characteristics needed for principal success. Sex has been the determining factor, with men quite clearly receiving preference, although the great weight of evidence indicates that men are less successful as principals. The discrimination against women at the principalship level is particularly important since the principalship is frequently a stepping-stone to higher administrative posts (p.389).

Such practices continue to temper women's perceptions of the opportunity structure, thus significantly limiting their aspirations for advancement.

It was anticipated that racial identity would provide insight into respondents' aspirations for promotion. The regression analysis showed that knowledge of respondents' racial identity did not contribute to the explained variation in Future/Goal Commitment and Change/Mobility Orientation. Racial identity did, however, prove to be a significant component of the explained variation in Career Aspiration.

The simple correlations between race and Future/Goal Commitment and race and Change/Mobility Orientation indicate that educators do not vary according to

their race on these aspects of promotional aspiration. The simple relation between race and Career Aspiration was found to be nonsignificant.

A historical view of promotional practices clearly reveals differential patterns for black and non-black educators. Disproportionate numbers of administrators by race have prompted legal action toward resolving this situation. The assumption is made that the manifestation of such discriminatory practices must have been given serious consideration by educators when making their decision to aspire. A court ruling (Chance v Board of Examiners) having paved the way for equal promotional opportunities in New York City can be said to have altered the perspectives of blacks and consequently to have influenced their aspirations for promotion. On the basis of these findings, this legal decision seems th have had an equalizing effect insofar as these educators seem to view the opportunity structure.

It was determined from the multiple regression analysis that data on racial identity make a significant contribution to the explained variance in Career Aspiration. In the zero order correlation, however, a coefficient of .08 indicates the relation between Career Aspiration and race is not statistically significant. The initial inference that might be drawn is that educators' aspirations for career advancement do not differ according to racial identity.

In that the addition of race to the regression equation was found to be significant and inasmuch as the simple relation between race and Career Aspiration was non-significant, one can assume that race, only when in combination with other variables in the regression equation, explains a significant proportion of the variance. If one controls for need achievement, need fulfillment deficiency, and sex, information about respondents' race identity would explain a significant amount of the variance in Career Aspiration.

Experiential Variables

The premise that respondents' organizational position or professional role as well as their length of service in education would have a substantial influence on their promotional aspirations was another fundamental conceptualization of this investigation. A discussion of findings as they relate to each professional role follows.

Teachers. From the reported findings an inference may be drawn that teachers in this study show lower career aspirations than the other educators because they are fairly well satisfied in their present positions, thus, they have little desire or aspiration for upward mobility. Millican contends that

> many women enjoy teaching and have no desire for administrative and supervisory positions; however, most of them think there is discrimination in promotions to the higher salaried status positions. . . Perhaps the major cause of this discrimination against women educators has been the failure of women teachers to take full advantage of opportunities available to them (1975, p. 5)

that is, failure to aspire to administrative posts. One may assert that these educators have determined that teaching is, for them, a rewarding experience and therefore, other professional positions would be of less interest. On the other hand, when this information is considered, coupled with the knowledge that teachers are much lower than the other subjects in their time commitment to goal attainment, a different view might be taken.

Lower Career Aspiration and low commitment toward goal attainment which these teachers evince appear to be the manifestation of a dilemma they face in which the fulfillment of personal goals seems to obviate the fulfillment of organizational goals. Further, data indicate teachers report significantly greater need fulfillment deficiencies than educators in the other role groups, therefore, this combination of factors seems to emerge as deterrents to aspirations for upward

mobility. That teachers are substantially more deficient in need satisfaction than potential administrators and practicing administrators is, according to Porter's findings (1961, 1962, 1963a), a function of position level in the organization.

While teachers in this study have significantly fewer years of experience ($\bar{X}$ = 7.8, potential administrators $\bar{X}$ = 9.6, practicing administrators $\bar{X}$ = 12.4) than the other role groups, the extent of their duration in service would suggest that they have been in the profession long enough to have developed a willingness to commit time toward goal attainment and to determine whether or not they wish to aspire to a promotional position. Since their inclinations toward each of these factors are minimal, it may be reasoned that teachers in this study tend to be conservative in their outlook on career advancement.

Potential administrators. These educators are defined as those who not only are aspiring to promotional positions but also have taken definite steps (acquired 18+ credits in educational administration) to prepare for career advancement. Of the three role groups, potential administrators was the only one that showed a substantial positive relation to Future/Goal Commitment thus indicating that they are the group that is most willing to commit time in the pursuit of their stated goals. Potential administrators show no more systematic relation to mobility or change than those in other role groups. The assumption is that these educators are desirous of new and challenging career experiences but their proclivity to change does not vary significantly with that of the other educators.

In terms of Argyris' (1964) postulations, individuals are continually seeking more satisfactory working conditions by making adjustments and adaptations to the work environment. Insofar as potential administrators do evidence goal commitment and aspirations for career advancement, while indicating mobility orientations that do not vary significantly from the other groups, it may be inferred that they

have chosen to adapt to their present organizational environment by moving up the organizational ladder.

Practicing administrators. These educators were expected to exhibit motivational patterns which would suggest that they have reached a plateau in their career development, the results of which would be a leveling off of their aspirations for advancement. Contrary to this hypothesis, practicing administrators were higher on Career Aspiration than teachers and potential administrators. Still another finding indicated that practicing administrators seem to have tendencies toward mobility that are similar to those of teachers and potential administrators. The evidence also suggests that practicing administrators are desirous of advancing even higher in the educational strata but their willingness to commit time to the attainment of those goals is not as strong as that of potential administrators. One could argue that since these educators have been in the profession a reasonably long period of time their attitude may be that a commitment has been made over the years, hence one need not feel compelled to demonstrate a substantial degree of commitment any longer.

It is conceivable that practicing administrators are no different in change orientation than other educators for the same reason that they seem to be less committed than potential administrators to time involvement. That is, their longevity in the profession may have produced a sense of status attainment, thus forming a basis for psychological need fulfillment. Practicing administrators were substantially more fulfilled in their basic human needs than teachers and potential administrators. According to Porter (1964) and Trusty and Sergiovanni (1967), there is a significant relation between need fulfillment deficiencies and position level in the organization. The higher the organizational position, the more satisfaction there is of basic human needs. Practicing administrators, having climbed to higher levels in the educational hierarchy, have had opportunities to experience achievement

and satisfaction from their career striving.

Summary

The results of this study indicate that aspiration levels are lowest among those educators who evidence low achievement motivation ahd high need-fulfillment deficiency. Consistent with theoretical predictions and with the findings of others, teachers experience less need gratification than potential administrators and practicing administrators. Since those in the teaching role have the greatest amount of immediate contact and, perhaps, far reaching effect on the clients in the educational system, it stands to reason that conditions within the organization should be such that the fulfillment of teachers' psychological needs induces optimal performance by them.

Practicing administrators are higher in their career aspirations than either of the other role groups. Because these educators have had opportunities to experience advancement in the organizational structure, they perceive further upward mobility as a real possibility for them. These educators did not seem to be willing to commit more time toward goal attainment than teachers or potential administrators, neither were they any more willing to enter new situations while in pursuit of their career goals. This may have been due to the fact that practicing administrators are fairly well satisfied in their psychological needs and are better compensated in their physiological needs than those in other role groups.

While society has provided solid gains in equal rights for women and for blacks, for some, awareness of these gains has not altered their levels of aspiration. Female educators have not raised their aspirations to equal those of males, and additionally they are less willing to commit time in their goal pursuits than males. Black educators in this study have slightly surpassed non-black educators in their career aspirations. It is clear that black educators perceive administrative

positions as obtainable and have set their aspirations accordingly.

Concerted efforts to understand the needs and aspirations of educators, particularly in accordance with their differential sex and role statuses is fundamental to the logical development of career endeavors. It is important that those who are responsible for the formulation and the implementation of educational policies endeavor to achieve the desired end effect, i.e., the situation where the satisfaction of individual needs, motivations and aspirations are compatible with the organizational structure and its concomitant requirements for goal attainment. Creative planning for the smooth and effective functioning of the school system can be greatly enhanced if the satisfaction of dynamic needs is pursued so that educators may perform according to their full potentials, needs, interests and abilities.

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TABLE 1

Multiple Regression Showing Proportion Of Variance In Future/Goal Commitment (Scale 1) Accounted For By Need, Personalistic, And Experiential Variables As Predictors

Variables	Multiple R	R^2	Increment	df	F
Need					
Need Achievement	.05510	.00304	.00304	1/240	.731
Need Ful. Deficiency	.07162	.00513	.00209	1/239	.503
Personalistic					
Sex	.19730	.03893	.03380	1/238	8.369**
Race	.19810	.03925	.00032	1/237	.079
Experiential					
Role (1, 2, and 3)	.28145	.07921	.03997	2/235	5.128*
Years of Experience	.28444	.08091	.00170	1/234	.432

*$p < .01$

**$p < .001$

TABLE 2 *

Zero Order Correlations Of Future/Goal Commitment (Scale 1) With Independent Variables

Variable		r	r^2	Probability level
X_1	Need Achievement	-.06	.0036	n.s.
X_2	Need Fulfillment Deficiency	-.05	.0025	n.s.
X_3	Sex	.18	.0324	.01
X_4	Race	-.05	.0025	n.s.
X_5	Role 1 (Teacher)	-.21	.0441	.001
X_6	Role 2 (Potential Administrator)	.21	.0441	.001
X_7	Role 3 (Practicing Administrator)	.03	.0009	n.s.
X_8	Years of Experience	-.03	.0009	n.s.

*Extracted from Appendix A

TABLE 3

Multiple Regression Showing Proportion Of Variance In Change/Mobility Orientation (Scale 2) Accounted For By Need, Personalistic, And Experiential Variables As Predictors

Variables	Multiple R	R^2	Increment	df	F*
Need					
Need Achievement	.11439	.01308	.01308	1/240	3.182
Need Ful. Defic.	.11527	.01329	.00020	1/239	.049
Personalistic					
Sex	.12102	.01465	.00136	1/238	.328
Race	.12631	.01595	.00131	1/237	.315
Experiential					
Role (1, 2, and 3)	.14480	.02097	.00501	2/235	.595
Years of Experience	(F-level insufficient for further computation)				

*Note. Each F ratio did not reach statistical significance at the .05 level.

TABLE 4*

Zero Order Correlations Of Change/Mobility Orientation (Scale 2) With Independent Variables

Variable		r	r^2	Probability level
X_1	Need Achievement	.11	.0121	.05
X_2	Need Fulfillment Deficiency	-.01	.0001	n.s.
X_3	Sex	-.03	.0009	n.s.
X_4	Race	-.03	.0009	n.s.
X_5	Role 1 (Teacher)	.06	.0036	n.s
X_6	Role 2 (Potential Administrator)	-.02	.0004	n.s.
X_7	Role 3 (Practicing Administrator)	-.05	.0025	n.s.
X_8	Years of Experience	-.03	.0009	n.s.

*Extracted from Appendix A

TABLE 5

Multiple Regression Showing Proportion Of Variance In Career Aspiration (Scale 3) Accounted For By Need, Personalistic, And Experiential Variables As Predictors

Variables	Multiple R	R^2	Increment	df	F
Need					
Need Achievement	.19614	.03847	.03847	1/240	9.602**
Need Ful. Defic.	.23329	.05442	.01595	1/239	4.003*
Personalistic					
Sex	.34039	.11587	.06144	1/238	16.540***
Race	.36961	.13661	.02075	1/237	5.695*
Experiential					
Role (1, 2, and 3)	.69464	.48253	.34592	2/235	78.62***
Years of Experience	.70315	.49442	.01189	1/234	5.504*

*$p < .05$

**$p < .01$

***$p < .001$

TABLE 6*

Zero Order Correlations Of Career Aspiration (Scale 3) With Independent Variables

Variable		r	r^2	Probability Level
X_1	Need Achievement	.20	.0400	.001
X_2	Need Fulfillment Deficiency	-.12	.0144	.05
X_3	Sex	.25	.0625	.001
X_4	Race	.08	.0064	n.s.
X_5	Role 1 (Teacher)	-.60	.3600	.001
X_6	Role 2 (Potential Administrator)	.18	.0324	.01
X_7	Role 3 (Practicing Administrator)	.57	.3249	.001
X_8	Years of Experience	.30	.0900	.001

*Extracted from Appendix A

Appendix A

Simple Pearson Coefficients Of Correlation Among All Predictor And Criterion Variables

Variable	F/C C Y_1	C/M C Y_2	C A Y_3	N Ach X_1	N Ful Def X_2	Sex X_3	Race X_4	Role 1 X_5	Role 2 X_6	Role 3 X_7	Yrs. Exp. X_8
Y_1	1.00										
Y_2	.11[a]	1.00									
Y_3	.13[a]	.04	1.00								
X_1	-.06	.11[a]	.20[c]	1.00							
X_2	-.05	-.01	-.12[a]	.04	1.00						
X_3	.18[b]	-.03	.25[c]	.03	.05	1.00					
X_4	-.05	-.03	.08	-.04	-.03	-.21[c]	1.00				
X_5	-.21[c]	.06	-.60	-.08	.18[b]	-.23[c]	-.02	1.00			
X_6	.21[c]	-.02	.18[b]	.01	-.07	.10	-.06	-.67[c]	1.00		
X_7	.03	-.05	.57[c]	.09	-.15[b]	.18[b]	.10	-.52[c]	-.29[c]	1.00	
X_8	-.03	-.03	.30[c]	-.04	-.03	-.09	.36[c]	-.25	.03	.29[c]	1.00
Mean	25.43	10.45	12.87	14.74	16.33	.56	.27	.55	.27	.19	9.00
S.D.	10.68	5.29	4.46	19.95	13.52	.50	.45	.50	.44	.39	5.12

N = 242
a = $p < .05$
b = $p < .01$
c = $p < .001$

Y_1 = Future/Goal Commitment
Y_2 = Change/Mobility Orientation
Y_3 = Career Aspiration
X_1 = Need Achievement
X_2 = Need Fulfillment Deficiency
X_3 = Teachers (vs. Non-teachers)
X_4 = Poten. Admin. (vs. Non-poten. Admin.)
X_5 = Prac. Admin. (vs. Non-prac. Admin.)

Appendix B

Means, Standard Deviations For Age And Number Of Subjects By Race, Sex, And Role

Variable	Mean	S.D.	N
Race			
Black	37.9	8.69	72
Non-black	32.1	7.43	183
Sex			
Male	31.53	6.02	140
Female	36.48	9.63	115
Role			
Teacher	32.38	7.42	142
Potential Administrator	34.27	9.04	66
Practicing Administrator	37.21	8.35	47

Appendix C

Means, Standard Deviations For Years Of Experience And Number Of Subjects By Race, Sex And Role

Variable	Mean	S.D.	N
Race			
Black	12.21	7.10	72
Non-black	7.92	3.97	183
Sex			
Male	8.49	4.63	140
Female	9.91	6.13	115
Role			
Teacher	7.8	4.49	142
Potential Administrator	9.6	5.68	66
Practicing Administrator	12.4	6.03	47